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"Horace Mann's Waterloo," By the Editor

Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JUNE 11, 1928

EDITORIALS:—
Kansas City and Houston 689
Givens's Great Triumph 689
Appreciation of Hunter 690
Rollins College 690
School Bus Drivers 690
Unthinkable 690

HORACE MANN'S WATERLOO 691
By A. E. Winship

BELDING'S PAGE 693

TEACHING THEM TO DRESS 694
By Dorothy Deane

TEACHERS SHOULD MASTER ENGLISH 695
By Nina Willis Walter

AN ADVENTURE IN EDUCATION 696
By Arthur E. Morgan

GO PLANT A TREE (Poem) 697
By Ella Wheeler Wilcox

A SHADOW PLAY FROM IVANHOE 698
By Arthur M. Seybold

SCHOOL PROBLEMS 702

CHARACTER CHATS 703
By Joseph B. Egan
Our Thoughts Go With Us 703
Iron and Gold 703
Plunder—Part I 703
Plunder—Part II 703
Victory in Defeat 704

EDUCATION IN ACTION 705

TREND OF THE TIMES 707

THE BOOK TABLE 708

GRINS BETWEEN GRINDS 709

JOURNAL MAIL BAG 710

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EDITORIALS

Kansas City and Houston

IT IS AN EVEN chance that EDUCATION in capital letters will have a great national triumph at Kansas City and Houston.

It is reasonably certain that the Houston convention will take the greatest stride forward that any national political convention has ever taken.

There are several reasons, too evident to need mentioning them, why it will do this.

If the Kansas City Convention fails to be extra heroic on education the Houston convention will certainly make the most of its opportunity, and if the Kansas City convention is heroic on education the Houston convention will be obliged to take a more heroic stand on education.

The one thing on which there is no difference of opinion in the United States is education, and by the most unexpected combination of circumstances no political leaders and no organizations of any kind will dare to be suspected of indifference to education in the election of November, 1928.

Givens's Great Triumph

SUPERINTENDENT Willard E. Givens of San Diego has to his credit a wonderful achievement. Two years ago San Diego defeated a modest bond issue, one feature of which was the purchase of the site of the State Teachers College for public school purposes.

This year Superintendent Givens made an heroic crusade for a school building bond issue of $2,313,000. He organized an unprecedented campaign. There were three distinct bond issues: The purchase of the State Teachers College properties for $335,000. This carried by a vote of almost six to one. Bonds for high school plants, $990,000, carried by much more than four to one. Bonds for elementary buildings, $998,000, carried by the same vote as the high school bonds.

The fact that a much less pretentious bond issue was defeated a little while before placed great responsibility upon Superintendent Givens, and the famous vote this time is universally credited to his superb management.

Appreciation of Hunter

OAKLAND'S appreciation of Dr. Frederick M. Hunter, superintendent there for eleven years, was all that could be suggested by way of banquets, addresses, and gift giving. The banquet address by President Aurelia Henry Reinhardt of Mills College was in her most brilliant vein, and Miss Annie Florence Brown, who was president of the Board of Education when Dr. Hunter was elected, said: "He has made the Oakland schools more American without being less Californian." This characterizes Dr. Hunter perfectly. He will give the University of Denver a great administration, and Colorado will be more Eastern and Western without being less Intermountain by having her sons and daughters under the inspiring guidance of a Nebraskan from California.

Rollins College

ONE of the most fascinating academic adventures of the day is at Winter Park. While several traditional colleges are merging, or passing out of existence more tragically, there is this wonderful academic "New Birth in Florida" that Hamilton Holt is sponsoring.

This new birth is to the scholastic world what hydro-electric power is to the industrial life of the age. First of all, it is overcoming the natural resistance of traditional education. Hydro-electric power had no great significance until long-distance power transmission was created for its service. It is this almost miraculous service which enables hydro-electric power to go vast distances, rendering all needed force to carry enormous loads over the steepest grades and at the same time serve the farmstead with light and heat at a nominal price.

The first great need was to overcome all natural resistance. Before voltage can be made available the resistance must be overcome, and it was the master mind of Ohm that discovered a way to measure this negative influence, hence the creation of the term ohmage as the preliminary to the measure of voltage.

Hamilton Holt at Winter Park is first of all overcoming the natural resistance of traditional academic hindrances to the personal thinking of any student. As wireless telegraphing eliminates the resistance of the wire in the ordinary message, so Rollins College aspires to set the student free from the limitations of the academic wires of other days.

Instead of expecting a student to answer questions formulated by his grandfather, he is free to ask questions which neither his father nor his professor can answer.

Rollins College is doing the academic world an inestimable service by making it impossible for a professor to conceal his own ignorance by clinging tenaciously to a traditional pedagogical, philosophical or psychological wire.

School Bus Drivers

A FEW school bus drivers make a bad guess at a railroad crossing, and every daily paper in the United States publishes the story, but Dr. Josephine Corliss Preston, long state superintendent of Washington, magnifies the record of a school bus driver with a famous record. We quote from the Spokesman Review of Spokane, May 11:—

"In this day when reckless driving is an ever-recurring and ever-present menace on the streets and highways, it is refreshing to see official recognition of a driver who has a perfect record in a most difficult form of driving over a period of seven years. Dr. Josephine Corliss Preston, state superintendent of schools, has found this man in C. W. Hawkins, driver of a bus for a Walla Walla county high school.

"She has compiled his record in the hope that his showing will prove an inspiration to other drivers, not only of school busses, but of other types of public and private motor vehicles. In seven years Hawkins has never had an accident, although he drives fifty-five miles daily, always with a load of children, and makes thirty miles an hour in the open country.

"In seven years he has been late just once—fifteen minutes—when a heavy snowstorm delayed him. In seven years he has driven 67,600 miles, made 41,480 railroad crossings, made 54,180 stops at crossings or to pick up pupils, and has carried 93,600 passengers safely.

"Hawkins has a few simple rules. He does not start until every child is seated and he does not permit any of them to rise to get off until he has stopped. There are 1,472 school bus drivers in the state who carry 34,000 children regularly to school and home again. It means much to have a careful driver with a record marred by no accident."

Unthinkable

THREE things are unthinkable in a recent court decision in Missouri. First, that a woman teacher with twenty-five years' experience in one of the best cities educationally in the country whipped a boy of nine years because he did not know how many times four will go in thirty-two.

Second, the teacher whipped him so severely for not answering that question that the lad has sustained permanent injuries which have resulted in a limp for life.

Third, the Court accepted these two statements as proven, and awarded the lad, now twelve years old, *fifteen hundred dollars damages* which she must pay, so far as that court decision is concerned.

In 1911, before there was Vocational Guidance, the high schools of Cincinnati had a committee of sixteen high school teachers whose duty was to "interview personally each senior pupil so that his mind may be brought to a careful consideration of his next step in life."

Horace Mann's Waterloo

By A. E. WINSHIP

HORACE MANN'S controversy with the thirty-one Boston masters in 1843 was by far the most important in its consequences of any educational controversy in the New World, and nothing significant has ever been written about it.

References to this controversy in educational histories and on the platform are historical tragedy. There should certainly be an adequate statement thereof because in that controversy were the germs of the sixteen years of professional disaster from which Horace Mann was never free thereafter.

The controversy was started by Mr. Mann in his "Seventh Annual Report," and he was led to start the controversy because he thought it would benefit the State Normal Schools in whose success he was then chiefly interested. We here omit all reference to that report and to the State Normal Schools, except the one vital feature which was responsible for the controversy.

Mr. Mann in his "Seventh Annual Report" held the Boston Masters and the public schools up to ridicule because they were teaching the a-b-c approach to learning to read.

After describing the Boston schools as bad beyond description, he said there could be no reform unless the schools started at the beginning and taught children by the word method, which he described in this way.

"The teacher first drew a house upon the blackboard. By the side of the drawing and under it, he wrote the word HOUSE. With a long pointing rod he ran over the form of the letters,—the children, with their slates before them and their pencils in their hands, looking at the pointing rod and tracing the forms of the letters in the air. The next process was to copy the word 'house,' both in script and in print, on their slates. Then followed the formation of the sounds of the letters of which the word was composed, and the spelling of the word. Here the names of the letters were not given, but only the sounds which those letters have in combination. The letter h was first selected and set up in the reading-frame, and the children, instead of articulating their alphabet h (aitch), merely gave a hard breathing,—such a sound as the letter really has in the word 'house.' Then the diphthong, au, (the German word for 'house' is spelled 'haus') was taken and sounded by itself, in the same way. Then the blocks containing h and au were brought together, and the two sounds were combined. Lastly, the letter s was first sounded by itself, then added to the others, and then the whole word was spoken. Sometimes the last letter in a word was first taken and sounded, —after that the penultimate,—and so on until the word was completed. The responses of the children were sometimes individual, and sometimes simultaneous, according to a signal given by the master.

"In every such school, also, there are printed sheets or cards, containing the letters, diphthongs and whole words. The children are taught to sound a diphthong, and then asked in what words that sound occurs. On some of these cards there are words enough to make several short sentences, and when the pupils are a little advanced, the teacher points to several isolated words in succession, which when taken together make a familiar sentence, and thus he gives them an agreeable surprise, and a pleasant initiation into reading.

"After the word 'house' was thus completely impressed upon the minds of the children, the teacher drew his pointing rod over the lines which formed the house; and the children imitated him, first in the air, while they looked at his motions, then on their slates. In their drawings there was of course a great variety as to taste and accuracy; but each seemed pleased with his own, for their first attempts had never been so criticised as to produce discouragement. Several children were then called to the blackboard to draw a house with chalk. After this, the teacher entered into a conversation about houses.

"Compare the above method with that of calling up a class of abecedarians,—or, what is more common, a single child, and, while the teacher holds a book or a card before him, and, with a pointer in his hand, says, a, he echoes a; then b, and he echoes b; and so on until the vertical row of lifeless and ill-favored characters is completed, and then of remanding him to his seat, to sit still and look at vacancy. If the child is bright, the time which passes during this lesson is the only part of the day when he does not think. Not a single faculty of the mind is occupied except that of imitating sounds; and even the number of these imitations amounts only to twenty-six. A parrot or an idiot could do the same thing. And so of the organs and members of the body. They are condemned to inactivity; —for the child who stands most like a post is most approved; nay, he is rebuked if he does not stand like a post. A head that does not turn to the right or left, and an eye that lies moveless in its socket, hands hanging motionless at the side, and feet immovable as those of a statue, are the points of excellence, while the child is echoing the senseless table of a, b, c. As a general rule, six months are spent before the twenty-six letters are mastered, though the same child would learn the names of twenty-six playmates or twenty-six playthings in one or two days.

"The practice of beginning with the 'Names of Letters,' is founded upon the idea that it facilitates the combination of them into words. On the other hand, I believe that if two children, of equal quickness and capacity, are taken, one of whom can name every letter of the alphabet, at sight, and the other does not know them from Chinese characters, the latter can be most easily taught to read, — in other words, that learning the letters first is an absolute hindrance.

"The letter a, says Worcester, has seven sounds, as in fate, fat, fare, far, fast, fall, liar. In the alphabet, and as a name, it has but one,—the long sound. Now suppose the words of our language in which this letter occurs, to be equally divided among these seven classes. The consequence must be that as soon as the child begins to read he will find one word in which the letter a has the sound he has been taught to give it, and six words in which it has a different sound. If, then, he follows the instruction he has received, he goes wrong six times to going right once. Indeed, in running over a score of his most familiar words,— such as papa, mama, father, apple, hat, car, rat, call, fall, warm, swarm, man, can, pan, ran, brass, glass, water, star, etc., he does not find, in a single instance, that sound of *a* which he has been taught to give it in the alphabet.

"Did the vowels adhere to their own sounds, the difficulty would be greatly diminished. But, not only do the same vowels appear in different dresses, like masqueraders, but, like harlequins, they exchange garbs with each other. How often does e take the sound of a, as in there, where, etc.; and i, the sound of e; and o, the sound of u; and u, the sound of o; and y, the sound of i.

"In one important particular the consonants are more perplexing than the vowels. The very definition of a censonant, as given in the spelling books, is, 'a letter which has no sound, or only an imperfect one, without the help of a

vowel.' And yet the definers themselves, and the teachers who follow them, proceed immediately to give a perfect sound to all the consonants.

"I believe it is within bounds to say that we do not sound the letters in reading once in a hundred times as we were taught to sound them when learning the alphabet. Indeed, were we to do so in one-tenth part of the instances, we should be understood by nobody. What analogy can be pointed out between the rough breathing of the letter h, in the words when, where, how, etc., and the 'name-sound' (aytch, aitch, or aych, as it is given by different spelling-book compilers) of that letter, as it is taught from the alphabet?

"This subject might be further illustrated by reference to other languages,—the Greek, for instance. Will the names of the letters, kappa, omicron, sigma, mu, omicron, sigma, make the word kosmos? And yet these letters come as near making that word, as those given by the Rev. Mr. Ottiwell Wood, at a late trial in Lancashire, England, did to the sound of his own name. On Mr. Wood's giving his name to the court, the judge said: 'Pray, Mr. Wood, how do you spell your name?' to which the witness replied: O double T, I double U, E double L, double U, double O, D.' In the anecdote it is added that the learned judge at first laid down his pen in astonishment; and then after making two or three unsuccessful attempts, declared he was unable to record it."

The thirty-one Boston Masters—elementary school principals—took six months to prepare their *"Remarks on the Seventh Annual Report."* It was so brilliant as to be calamitous to Mr. Mann, who wrote to a friend in England that he had lost sleep and some reputation over it, but we are not now concerned with their "Remarks" on the "Word Method." They took Mr. Mann's criticism seriously, and wrote many pages in elaborate comparison of the a-b-c practice and the word method which Mr. Mann was championing.

In his "Reply" to their "Remarks" Mr. Mann devoted many pages to further description of the word method and to further criticism of the use of a-b-c.

In the "Rejoinder" the Boston Masters took forty pages to further criticise the word method and to magnify the virtues of the a-b-c way.

Mr. Mann's "Answer" to their "Rejoinder" used many pages. It is inconceivable that Mr. Mann in his "Seventh Annual Report," in his "Reply" to their "Remarks" and in his "Answer" to their "Rejoinder" should have devoted considerably more than one hundred pages to denouncing the use of a-b-c and championing the word method of learning to read.

The public took no interest in this discussion. People had no sympathy with Mr. Mann's attempt to introduce something so unnecessary.

The teachers, the preachers, and everybody else said: "I learned the alphabet." "Daniel Webster and Edward Everett learned the alphabet." "We never had any trouble learning the alphabet." There was no public interest in this thing that Mr. Mann was making such a fuss over.

The tragedy for the Boston Masters was in their "Rejoinder." They attacked Mr. Mann's great public service of seventeen years, which no one has or ever will criticise successfully. In doing this they went far afield and criticised Dr. Samuel G. Howe, Martin Brimmer, and other great men whom every one admired. This incensed the very people who had much sympathy with them on the a-b-c controversy.

Unfortunately there was an election of School Board members soon after this "Rejoinder," and the only issue was this criticism of the great educator and of other noble men by the Boston principals.

Had the vote been taken a few months earlier on Mr. Mann's criticism of the Boston schools with the a-b-c as his test there is no question but that the Boston Masters would have triumphed gloriously, for there was never any interest in Mr. Mann's criticism of the a-b-c matter.

But like magic the noble service of Mr. Mann, Dr. Howe, and others become the issue and the School Board election was fatal to the Boston Masters, and the four leaders in the controversy were dismissed.

The triumph of Mr. Mann in that election was the death knell of his hopes of further public school service. It solidified the school people of New England, New York, New Jersey, and reached to Philadelphia and Baltimore.

It created a sentiment for the teachers as a class in the North Atlantic States for nearly half a century.

When the name of the "National Teachers Association" was changed to the "National Education Association" in 1870 it cost the Association the loyalty of many teachers, and when the first meeting was held in Boston in 1872 there was scarcely a New England teacher in attendance. It was practically a teacherless meeting.

The elimination of "Teacher" from the name in 1870—twenty-three years after the controversy—harked back to the days when the only issue in the North Atlantic States was the controversy of Horace Mann and the Boston Masters.

The great end of instruction is not to stamp our minds on the young, but to stir up their own; not to make them see with our eyes, but to look inquiringly and steadily with their own; not to give them a definite amount of knowledge, but to inspire a fervent love of truth; not to form an outward regularity, but to touch inward springs; not to burden the memory, but to quicken and strengthen the power of thought, to awaken the conscience, so that they may discern and approve for themselves what is everlastingly right and good.

—William Ellery Channing.

Belding's Page

WHO'S ON TOP?

MUCH confusion has been found to exist in the relations between elementary school principals on the one hand and supervisors of instruction on the other. In some systems the principal is supreme in his own bailiwick. In other systems the subject supervisor may dictate any phase of classroom instruction regardless of the principal.

The problem is one which admits various answers. But in each correct answer two things are essential. First, the matter of rank should be clearly defined. There should be no doubt whether the principal is above, below or on a par with the supervisor and in what respects. Second, the officers concerned should then proceed to forget who is who, and collaborate to the best of their abilities for the good of the pupils.

If one of these essentials is more essential than the other, it is the second. Schools don't get anywhere when petty jealousies and mulish dispositions are jamming down the brakes.

REGARDING OUTSIDE JOBS

SHOULD teachers engage in lucrative work outside their profession? The question is briefly treated by the Florida Journal in the following paragraph:—

"Why should school boards pay teachers adequate salaries so long as they know that the teachers can eke out a living wage by doing odd jobs? Is not teaching a full-time task? Is it not then worthy of a full-time salary? Every time a teacher finds time to earn extra money during the period of his employment he should face definitely the fact that he is helping to keep salaries down, not to mention the quality of teaching."

In some localities, no doubt, salaries of teachers are still so low that many find themselves virtually driven to seek "odd jobs" on the side. In such places there is little use in counseling teachers not to accept such external employment, for they have no choice as individuals in the matter if they would survive.

In most places, however, teachers are now paid upon the basis of full-time work and anything they may do in addition is unlikely to affect the general scale of salaries. Under average conditions, only a small minority of teachers hold extraneous jobs which bring them a substantial return. School boards who save money for their districts by expecting teachers to do supplemental work don't deserve to hold the services of high grade teachers, and generally lose them. Thus the community pays dearly for such scrimping.

There ought to be a good deal of personal liberty in teaching. If a teacher can engage in outside activity of some sort, either paid or unpaid, the effect is apt to be broadening and to improve the teaching rather than impair it. The same narrowed interest which makes some teachers "perfect bores" in society, renders them stupid and monotonous to a class of lively youngsters. These odd jobs to eke out a living wage should not be too exacting in their demands upon time and energy, of course, but, taken in moderation, they increase the understanding and stretch the horizon of the teacher, to the betterment of instruction.

NO LONGER WIRELESS

IN A RADIO broadcasting hook-up used to advertise a certain automobile, 20,000 miles of telephone were brought into operation. It was well we dropped the name "wireless." Radio has far outstripped anything the public dreamt of its becoming. Largely supported by advertising, and aimed chiefly at entertainment, the broadcasts have a distinctly educational effect not always of the best sort, but often excellent, and always much better than you might expect of a mushroom growth, practically unregulated and having no clearly defined code of ideals.

Radio must always be kept interesting, if it is to hold its following. But it can be made a valuable adjunct to education as well. Some of our best educators may well give thought to how this great modern instrument may be more and more enrolled in the service of enlightening the people.

A CHANGE IN MISSIONS

CERTAIN mission boards of Christian denominations continue to send out teachers into countries where instruction in religious doctrines is strictly forbidden. Unless these missionaries are under orders to disseminate propaganda secretly—which is very doubtful—the enterprise has lost its distinctively religious flavor, and is a purely humanitarian and educational affair. These modern missionaries are expected to practice Christianity, not to preach it. The new type of missionary needs tact and judgment more than zeal and fervor. It is no wonder the enthusiasm of the home folks for missions of this sort has fallen off. It is a fine thing and a Christian thing to send American teachers to banish ignorance from the backward nations. But it isn't quite the same proposition which inspired the "haystack group" and other missionary societies at the outset of their undertakings.

Anson W. Belding

Associate Editor.

Teaching Them to Dress

By DOROTHY DEANE
Dean of Girls, Everett (Mass.) High School

IN REPLY to a request from the Journal to write a short article and tell something of my success along the line of "Dress Reform" in our school, I find it difficult to describe exactly how it all came about. There was no sudden change, the growth has been gradual and has required a great deal of tact, patience, and co-operation on the part of girls, faculty, and parents.

I feel that I have indeed been fortunate in that I have had a most understanding principal who has been back of us and upheld every move that has been made for the betterment of our girls, not only in dress, but in every way. Without that understanding help I feel my work might have proved a failure. The first year that I came, I saw the great need of some changes in the girls' attire and personal appearance, but no drastic measures could control a situation which changes with each new season and new fashion. The thing to be done was to instill in the girls a realization of their need and help them to bring about the change. That first year was spent almost entirely in getting acquainted, in laying plans and putting in little entering wedges in the shape of talks to small groups and then to larger groups, and in making friends with as many of the girls as I possibly could (with more than 800 girls it takes some time to do this).

I visited the "club meetings" and "home room periods" and was often invited to talk to them on different topics. I met groups outside, in the Girl Scouts and Reserves, and Y. W. C. A. classes. I held classes at the "Y" for girls of various ages, and also met parents and talked with them on this subject, and in every instance I met with a warm response.

Gradually the girls gained confidence in me and began to come of their own accord to consult me on subjects relating to dress or social ethics. And they began to see the reasons that I pointed out to them for the *need* of being well dressed, and using that term to mean "suitably dressed for the occasion." This movement gradually spread from the small groups to the larger ones, and soon the majority of our girls came to be "the best dressed girls in high schools in this section."

No arbitrary rules have been laid down, but a loving understanding, desire to make each girl realize *why* she should care for her personal appearance and dress, to know *when, why,* and *where* the use of cosmetics is justified or necessary, what type of dress and shoes to wear to what occasion, to know *when* a girl looks her very best, and why clothing plays such an important part in the *health* and *morals,* as well as looks of a girl, to realize the effect on other people when we are suitably dressed, and to find the genuine feeling of poise and dignity which one naturally assumes when one knows one is properly garbed.

These points have all been brought up and discussed among the groups, and in a few general assemblies. The mothers have been most helpful and have co-operated splendidly with the movement, while some of the fathers have gone so far as to send me word that they are gratified over the results and say they will co-operate to the best of their ability. One father said: "I'll buy any new dresses my daughter needs if they are the right kind."

At all times I have kept the example before them of absolute neatness and cleanliness and suitable dress. To use the language of the girls, "I adore high heels on shoes," and wear them when the right occasion will permit. As the girls know this and know why I wear common-sense heels at school and sport shoes on our outing parties they are the more ready to believe what I say and feel that I know what is right when I talk with them.

One of the results of this work is the elimination of expensive graduation dresses. The girls wear white wash silk dresses, strictly tailored type, in style suited to the individual girl, sport type of shoes, and service weight silk stockings. Many of the girls make their own dresses or have them made at home, and for this group I have been able to secure from one of our leading merchants, a remarkable discount on the price of white wash silk, in crepe or silk broadcloth. For those who wish to buy the dresses all ready to wear, I have been able to make arrangements with a very high grade local shop, which deals in women's clothes, and the girls may buy their graduation dresses at cost. This does away with the competitive and expensive graduation dress problem.

Nearly all our girls have signed the following pledge and live up to it very closely:—

We, the girls of Everett Senior High School, desire to carry out the ideas of simplicity, modesty, and good taste in our dress, to appear at school only in business-like and suitable clothing. Therefore, we suggest the following as proper for school wear:—

1. Sport dresses, simple dresses of pongee or tub silk or wool in tailored style, or blouses and skirts.
2. Plain oxfords, simple low-heeled slippers, sport or street shoes.
3. Inexpensive and serviceable hose, which should be worn with their tops well above the hem of the dress.

4. Not wear dresses above knees or so they show knee joints when sitting down.
5. We believe the excessive use of cosmetics, also the use of classrooms, the cafe, the street cars, as a beauty parlor, are practices which should be promptly discouraged.

If anything that I have written can be of use to others in this work I shall indeed be grateful for this opportunity to write about our girls. They are really very fine.

Teachers Should Master English

By NINA WILLIS WALTER
Alhambra, California

IN THE present day the English language is woefully neglected and inordinately abused by the general public. The average person has a vocabulary of at least three thousand words, but he makes three hundred do the work of interpreting himself to his associates. At least twenty per cent. of those three hundred over-worked words are slang, the fungi of pure English. If the purity of the English language is to be preserved, and the language, in purity, is to retain its position among the greater languages of the world, the teachers must be its saviors. Therefore, in order to accomplish this part of their work for civilization, they must themselves have a thorough mastery of the English language.

The public school teacher represents one of the greatest civilizing institutions of the human race. He represents the greatest democratizing influence of the nation. It has always been noted of an embryo nation that its immediate development in culture and in nationality comes as a result of its people's reading, writing, and thinking in their own language.

The beginning of actual nationality, of real union and of social refinement and culture in English is marked by the change from Latin to Anglo-Saxon in literature; a pioneer of which change is Chaucer, a worthy and notable example. The people, allowed to read, write and converse in the language which was their own, began to take a pride in their own advancement, and to break away from the bondage of ignorance. There followed as a natural result their assertion of the right to freedom of thought and worship, this followed later by uprisings against political oppression. And today we have England united, democratic, one of the greatest nations on earth.

Since the teacher must teach democracy, he must know the language of democracy, and be capable of teaching its fundamentals to those who, as yet, do not understand the principles and institutions of democracy.

A mastery of English is necessary to a complete and appreciative understanding of the great masterpieces of English literature. Such an appreciation is essential if one would know and understand the process of the development and civilization of the human race. We know that one can never successfully teach an ideal or inspire in his pupils appreciation of a masterpiece if he himself has not that appreciation. Therefore, it behooves the teacher first to master the elements of the language if he would thoroughly understand and be capable of explaining the beauty and significance of the writings of the world's great masters.

Referring again to the idea that the institution of democracy rests upon the education and understanding of its patrons, it can readily be seen that since it is an institution of English-speaking people it can best be explained and understood through the medium of the English language. Thus the teacher must know the language thoroughly, in order that he may impart it to the rising generations in whose hands lies the fate of democracy.

Coming nearer the individual phase of the question, it may be said that in all justice to himself, the teacher should master the language. With an incomplete knowledge of the fundamentals and intricacies, he finds his work made doubly hard for him. He is able, with less ease, to explain to his pupils the subject matter in hand, and is often at a loss to express himself clearly and definitely. The knowledge that he has failed to accomplish all that he intended is bound to exert a disquieting influence upon his work.

This applies equally to teachers in the elementary and in the secondary schools. The elementary teacher has, time after time, to explain and interpret, in terms which children can understand, the material with which they work. If he has a thorough mastery of the language, he is able to choose with greater precision words and phrases which will clear away the difficulties and make the matter easily understood. He is not disturbed by the hobgoblin, "I don't know if that is right or wrong"; the haunting idea, "I am not explaining this so that the average child can understand it"; the disquieting suspicion, "The children know that I don't know how to express myself, and comment upon my inability."

The teacher in the secondary schools has the same problems to face. If he is to inspire respect and emulation in his pupils, his command of language must be faultless. Even though he is not an instructor in English, even though he teaches science, he must have this command in order to prove to his pupils, conclusively, that he "knows

what he is talking about." His words will carry greater weight, and the results will be far more satisfactory.

The purpose of this article is to prove that a thorough mastery of the mother tongue, English, is of greatest value to teachers, and that such mastery is one of the essentials of success in the profession. Such is my belief, and with such an idea in mind do I try continually to gain that mastery.

An Adventure in Education

By ARTHUR E. MORGAN
Antioch College, Yellow Springs, Ohio

ANTIOCH COLLEGE, at Yellow Springs, Ohio, is the result of a conscious effort to take a critical view of the whole process of higher education, and of the life for which it is a preparation, and to work out a program in which these characteristic defects of proportion to the greatest possible degree will be corrected. Antioch is unique, not so much in the details of its methods, as in being a deliberate undertaking to make a general synthesis of educational values.

Higher education is out of balance. The real purpose of college education in America is to prepare for life--not for some part of life, but for life as a whole. Not only do most of our technical schools give nearly their whole attention to preparation for professional efficiency, and our liberal colleges commonly overlook practical preparation for economic life; but both technical and liberal colleges for the most part confine their interests to classroom and laboratory, and help the student but little in his efforts to secure those elements of education which can be found only through broad, first-hand contact with affairs.

Higher education originated, not to fit the more intelligent portion of the population for all-round, intelligent living, as is its true function in America today, but to equip highly specialized classes of men for highly specialized occupations.

Without any claim to special insight or ability, but only to the good fortune of being free to begin anew, and of having the definite desire to profit by that freedom, Antioch is undertaking to make a survey of the whole range of human interest and concern, and to build a new program in which all these major issues will find place, each in proportion to its importance to the person being educated. The part-time practical work, the unified program of technical and cultural studies, and other characteristic features of the plan, are not grafted onto a conventional college curriculum as promising expedients, but are part of a single organic process in which the major incentives throughout are the aim to maintain the elements in true proportion, and to achieve a sound sense of relative values.

The public sees Antioch students in office, store, and factory, and comes to think of these conspicuous features of their work as representing the outstanding characteristics of the college. They are, in fact, only the result of taking into account factors of education that commonly are overlooked, and are but part of the effort to achieve proportion.

It seemed rash six years ago to undertake, with the most meagre and inadequate resources, to give expression to a new educational synthesis. Today, after six years of steadily increasing success, and with the friendly and generous recognition of representative educators, the wisdom of the project seems to be more than justified. Before 1920 Antioch had fewer than fifty students of college grade, and the total annual expenditure was less than $15,000. Today it is under continual pressure to increase the enrollment beyond the limit of 650 (about 350 in attendance at a time), and the total expenditures, not including dormitory and dining room expense, are $300,000 a year.

About two hundred and forty acres of college campus, with streams, a ten-acre pond, a little waterfall, valleys and hillsides, a hundred acres of woods, in a neighborhood of limestone gorge and low rolling hills, gives the setting for the college. In five minutes' walk from the college buildings one is in primeval forest. Wherever there is a beginning of affection for out-of-door life it must be aroused in such an environment.

The Antioch student body consists of about 675 young men and women, who come from almost every state in the Union and from several foreign countries. Whereas Harvard, Princeton, and Yale each gets about half its students from within a hundred miles, a radius of about five hundred miles is necessary to include half of Antioch's students. They have come from every section not by following the line of least resistance, but because they want the type of education the college offers. A spirit of adventure and determination in both students and faculty has made possible the progress of the past six years.

Relations with co-operating employers are substantially good. There is steadily growing opportunity for placing upperclass men and women in positions of responsibility, many of which would be looked upon as thoroughly desirable by college graduates.

Antioch undergraduates are working alongside

of college graduates in sales promotion, as assistant buyers in department stores, in national advertising companies, as teachers, as research workers in industrial laboratories, and in many other interesting positions. As students reach the later college years, most of them during their co-operative periods are in the fields they have chosen for their life work.

A marked economy is effected in the co-ordination of cultural and technical courses. A graduate school of business or engineering receives students from other colleges with the most diverse conditions of preparation.

Economies are secured by the Antioch policy of organizing courses according to the purposes for which they are given, as when courses in mathematics, chemistry, and physics are treated differently as part of a cultural education than when they are given as training for technical specialization. A source of economy is that the student's mind is made aware of the significance of his studies by his outside experiences.

The program of alternate work and study achieves another economy of great importance. Psychologists have demonstrated that a repetition of short learning periods is more effective than the same time spent in continuous study without relief. The alternation of work and study satisfies the universal craving for variety of experience, and helps to keep interest fresh and keen in both practical and academic training.

Go Plant a Tree

By ELLA WHEELER WILCOX

God, what a joy it is to plant a tree,
And from the fallow earth to watch it rise,
Lifting its emerald branches to the skies
In silent adoration; and to see
Its strength and glory waxing with each Spring;
Yes, 'tis a goodly and gladsome thing,
To plant a tree.

Nature has many marvels: but a tree
Seems more than marvelous. It is divine,
So generous, so tender, so benign,
Not garrulous, like the rivers; and yet free
In pleasant converse with the winds and birds;
Oh! privilege beyond explaining words,
To plant a tree.

Rocks are majestic; but unlike a tree,
They stand aloof and silent. In the roar
Of ocean billows breaking on the shore
There sounds the voice of turmoil. But a tree
Speaks ever of companionship and rest.
Yes, of all righteous acts, this, this is the best,
To plant a tree.

There is an oak (oh, how I love that tree!)
Which has been thriving for a hundred years;
Each day I send my blessings through the spheres
To one who gave this triple boon to me
Of growing beauty, singing birds, and shade,
Would'st thou win laurels that shall never fade?
Go plant a tree.

American Histories for Early Grades

By WILLIAM L. NIDA, *State Teachers and Junior College, San Diego, Calif.*

Fourth Grade

Pilots and Pathfinders

(By W. L. Nida and Stella H. Nida)

Price $1.20

In their inimitable style the authors give the young reader his first glimpse of outstanding personalities and events in world history from earliest times to the present. Biographical interest predominates, but the characters presented have been skilfully chosen so as to convey in a textbook of minimum length and maximum simplicity the most effective possible conception of the past influences that have determined the world of to-day.

Fifth Grade

Explorers and Pioneers

Price $1.28

This book comprises two of the author's titles previously published separately: "Following Columbus" and "Following the Frontier." The first tells the story of the exploration and settlement of our country, centering in simple biographies of outstanding figures of the age and in interesting descriptions of early colonial life. The second gives a vivid detailed account of the great Westward movement.

Sixth Grade

The Dawn of American History

(Revised edition)

In press

This text prepares directly for the customary seventh and eighth grade instruction in United States history. The author has kept well in mind the general viewpoint of such a text. He has consequently thrown into emphatic relief those historical movements and cultural forces that brought about the New World discoveries and explorations and were directly influential in the colonization of America and in the development of American political ideals, American institutions, and American life.

THE MACMILLAN COMPANY

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A Shadow Play From Ivanhoe

By ARTHUR M. SEYBOLD, Principal
Jefferson Junior High School
Cleveland, Ohio

IS THERE an adventure in the book of Ivanhoe? More than once have I asked myself this question when I have attempted to plan an approach to a book which I have often taught. And this question came to me last summer when I introduced Ivanhoe to a nine A group of English students. I did not want to work through the pages of the text as I had developed it before. I wanted to find a new way, at least a new way for me. I had, in former classes, produced a newspaper which appeared at the completion of logical divisions of the story, I had developed a notebook with original illustrations, my classes had collected pictures and had prepared red-letter lessons with the illustrations as nucleuses for interesting narratives, dramatizations had not been neglected, and debates had been motivated. In fact, I felt that I had exhausted the possibilities for original departure in this field.

And then I pushed my mind over to the corner of my library table one night and chided it severely. "What is the matter with you? Have you lost your power of delving into the rainbow realm of youthful imagination? There is so much of fancy, so much of illusive, flitting, ever-escaping wealth of suggestion that ought to aid us at this moment. Free yourself of the beaten paths which have given you facile expression in the past. Push out into the labyrinth and enjoy a new adventure."

And then the idea came. Not a new one, of course, I mean, not an entirely new one. Ideas are always like that. Most of their bodies have the conventional structure. But a quirk here, a touch there or a suggestion of new plans in old processes makes the teaching idea thus conceived and launched a creative one.

What a glorious time we had! I delight in the thrill of it even yet. There is nothing so wonderful, no delight quite so satisfying as the development of a project hot in the minds of an enthusiastic class.

Moving silhouettes behind a translucent screen in which the stage sets were cast from an opaque projection lantern was the idea.

We had observed shadow plays which had been produced at other schools and which had been presented at the Art Museum of Cleveland. Here human figures were the characters of the plays given and here the scenery was pictured in flat surfaces against a white canvas screen. This set-up furnished a delightful method of presentation for auditorium purposes, but was an unusually difficult device for a classroom.

My students were put to it to discover a means of bringing the shadow play plan to a convenient miniature arrangement of the auditorium idea with which they were familiar. Then my idea was slowly fed to the group.

"Let us make a small stage and paint our scenes on blue print tracing paper," said one of the most resourceful boys.

This plan was attempted and was found to work admirably. Color was introduced and some very beautiful sets were made. Red, blue, green and yellow gelatin disks were also placed before the light back of the screen and many beautiful theatrical effects were thus obtained.

But this idea necessitated the use of a large closet for our sets, also a curtain was a necessary adjunct in scene changing, and time was wasted between scenes during the performance of a class play.

Then the idea of painting the sets on cards was suggested by the teacher. The experiment was made and to the great delight of the class the scheme worked.

Some of the girls wanted to write a conventional drama and have the miniature characters move and converse as players on the stage. But the boys did not desire to give the production the time which this plan demanded.

"Let us write the play as a running narrative," said they, "and we shall let the characters follow the action suggested by a reader placed near the screen. The speaker may read from manuscript and no lines will be committed."

The scheme was adopted and the book was read. Each day the class produced a scene. The assignment demanded that a logical division of the novel should be perused and that the students should come to class prepared to write a scene from the division of the story read.

When the class assembled the narrative was attempted by every one in the group, and here our difficulties began. A desultory account of the details of the plot would not fit into our scheme. It was found that high spots of our story must be undertaken and that many of the minor details of the novel should be omitted. It was discovered, also, that silhouettes could not move as easily as human figures, and that the shadow must move in one direction only. So the slogan, "Write your scene in your set" was soon flung at all students who failed to recognize the vehicle of dramatic expression which our class had developed.

But these obstacles were overcome and the play rapidly grew into being. Each day all of the students wrote a scene. Committees were formed,

and the best story from each committee was read before the class. The three best were made into a composite scene and read on the following day. After this scene had received the criticism of the group, the final copy was then made by the chairman of the successful committee. In this manner the play grew and the book was read while the work progressed.

Consecutive days were not given to this work. The actual writing of the drama required five lessons, but the book was studied for twelve days. The conventional discussion of setting, plot, characters and historical background found a new enthusiasm in our group. The class desired to find out how to construct a silhouette of Ivanhoe in armor. A trip was made to the art museum, and period armor was the subject of investigation. It is not to be thought that the history of armor could have been attempted in that brief time, but the group at least discovered Scott's mistake in period armor, and they also learned how to cut a mounted rider which would fit into their scheme. While they were at the museum costumes for the jester and dresses for the ladies were also planned.

Pursued in this manner Ivanhoe became a living hero whose heart throbbed and whose hopes and fears were vital things. Rebecca became a personality and not a vapid puppet in a dry piece of classroom work. The necessary details of novel study were pursued and an interesting creative adventure was under way.

At the close of the writing of the first composite scene, characters were constructed and the story was read to the accompanying pantomime of the silhouettes. The first presentation was great sport. One boy insisted on attempting to turn his character around in the centre of the set. Wamba suddenly became a thin edge of shadow and then reappeared walking in an opposite direction. The shrieks of laughter which followed compelled the lad to come out into the group while one of the girls operated his character in a similar manner. The plan was dropped and our characters continued to move across stage in one direction only.

At this time the girls discovered one of the most delightful touches of the whole production. "Why not let the victrola play very softly when the play is read?" they asked. The scheme was attempted and when a fibre needle was used a most astounding effect was developed. A threefold appeal was thus found, sympathetic reading, to music, action in the silhouettes and color in the sets thrown upon the screen. Color in sunrises and sunsets was also introduced by placing bits of red gelatin before the lens of the opaque projection lantern. It was found that the image of the set could easily be cast through the colored gelatin and that the translucent screen could be entirely lighted by any color effect desired.

Thus scene after scene grew until the novel was completed and along with it the play was finished.

Here is the play fresh from the pens of an adolescent class of average ability.

IVANHOE, A SHADOW PLAY

SCENE I.

Sherwood Forest

(Play Grieg's "To Spring")

Come, leave your studies and tasks behind you and let us journey to that land of romance, conquest and adventure—merry England. It is sunset in the Sherwood forest and as the last rays of red and gold are disappearing over the horizon, two figures are seen in the distance. They are slaves of Cedric the Saxon, a noble of high calibre. By occupation they are a jester and a swineherd; by name, the former, Wamba, the latter, Gurth. Conversation holds between the two in Anglo-Saxon. The swineherd, after blowing his horn, stamps his foot in rage as a large, wolfish dog approaches him limping.

"A curse upon the ranger of the forest who cuts the foreclaws of our dogs and makes them unfit for work!" he cries.

No sooner was this said than the trampling of horses' hoofs becomes audible and a small cavalcade of horsemen appear.

At its command is Brian de Bois-Guilbert, a stocky warrior of no good reputation. At his side rides the Prior Aymer, priest of an old English monastery.

"Knave, couldst thou direct me as to the whereabouts of the dwelling of Cedric of Rotherwood," demands Brian. "Our party requires a night's lodging."

"Yea," replies the jester, "straight ahead to the crossroads, then left."

"Bless thee," exclaimes the Prior, and spurring his mount, he directs the procedure, only to find that he has been misinformed.

"Methinks there is a storm approaching," says the swineherd after the strangers have departed. "Let us home ere it begins to rage, for the night will be fearful."

Seeming to feel the force of this appeal, Wamba follows his companion into the ever-deepening shadows of the purple twilight.

SCENE II.

The Banquet Hall of Cedric the Saxon

(Play "Valse Triste," Sibelius)

Now let us enter the spacious banquet hall of Cedric, the Saxon. The room is long, smoky, dark and cold. Roughhewn boards from the forest have been fashioned into a rude table, and benches of the same material are drawn up at its sides. The long, heavy table stands prepared for the evening meal.

Cedric, the Saxon, stands at the far end of the great hall in the dark shadows of a dais. Only the huge fireplaces at either end of the room bring light and cheer to this spacious, gloomy inclosure. Here whole beeves are roasting as if in preparation for a feast. But the fireplaces and the odor of food does not bring cheer to the impatient Saxon. He moves restlessly about, eagerly awaiting the arrival of the lady Rowena, and the appearance of Gurth and Wamba. Suddenly he discontinues to move about and seems to listen to some sound which has come to him from the great forest outside the castle walls. Then the faint winding of a horn drifts into the large room. The rumble of the drawbridge is heard, the clatter of horses' hoofs resounds from the cobblestone yard without. A servant enters the room.

"My lord, a cavalcade of horsemen desire to seek the hospitality of your castle for the night. They announce the names of Prior Aymer and Brian de Bois-Guilbert."

"I like them not," says Cedric, "they are Normans. How-

ever, I cannot refuse them shelter. Bid them enter."

Brian and the prior enter the dark dining hall and greet Cedric.

"What is your purpose, noble Normans? It ill befits me to inquire, but it seems strange to me that men of your blood would ask the rude hospitality of a Saxon."

"We are on our way to the tournament grounds near here and have lost our road in the dense forest," replies the Templar, "and we seek shelter for the night."

Cedric then bade both men to draw near the great fireplace where they might find a temporary refuge from the dim, cold shadows that flickered about the gloomy floor and damp walls of his room. There the Templar meets the Palmer, Isaac the Jew and the Lady Rowena. The tournament, which will soon be held in a neighboring town, is discussed, and all of the folk of the castle prepare to attend it.

SCENE III.

The Tournament

(Play "Pomp and Circumstance")

The poor, the rich, the common, the noble—all come to the tournament, the grandest spectacle of this medieval age. An extensive meadow of the most beautiful green turf, surrounded on one side by a forest and on the other by straggling trees, marks the scene of this ancient sport. Entries for the combatants are on the northern and southern ends of the field. Two heralds are stationed at each extremity of the course to announce the coming of the combatants.

Gay pennants are now waving in the warm midsummer breeze. Knights are riding to and fro bedecked in beautiful armor. The common people are crowding to the stands, while the nobles and Prince John are in a pavilion overlooking the lists. The central pavilion is occupied by Brian de Bois-Guilbert, whose popularity in deeds of chivalry has made him chief of those who will oppose the challengers.

Five knights advance into the arena and are quickly overcome by the party of the Templar. The victors then draw up in a line at the end of the field, awaiting the approach of new champions.

At last the trumpet blares and a lone knight, richly dressed in glittering armor, clatters into the field. The audience grows strangely still, awaiting the movements of the new champion.

"Touch the shield of the weaker knights, O noble stranger," cry those nearest the course.

But the knight does not heed the warning and rides straight toward the Templar, touching his shield with the point of the lance.

"Have you confessed yourself, brother?" asks the Templar. "Have you heard mass this morning that you hold your life so poor a thing?"

"Get a new horse, for, by my life, you will need it," are the only words that come to those who are near the lists.

But knights ride across the field and prepare for the onset. With a great clatter of stones and flying turf they crash into each other. The Templar is overthrown and the victory is given the unknown champion.

Knight after knight encounters the skillful warrior and each in turn meets immediate defeat. The unknown knight is proclaimed champion of the day amid loud sounding of trumpets and the cheering of the great throng. He is then led to the pavilion of the Prince, from which he departs selecting the Lady Rowena as queen of love and beauty according to the custom of the times.

SCENE IV.

The Siege of Torquilstone

(Play Etude in A Flat Minor)

We are now at the castle of Torquilstone, where the wounded Ivanhoe, the Jew, Rebecca, Cedric, and Rowena have been taken captive. Ivanhoe is under Rebecca's care in a secluded apartment.

"I would that I might drag myself to yonder window and see how this brave game is like to be. But it is in vain," mutters Ivanhoe.

"No, you are helpless. I shall stand near the lattice and describe to you what passes without," answers Rebecca.

After a discussion Ivanhoe consents to let Rebecca take the dangerous position.

"The skirts of the wood seem lined with archers, although only a few have advanced from its dark shadows."

"Under whose banner?" inquires Ivanhoe.

"Under no ensign of war which I can observe," returns Rebecca.

"Seest thou who they be? Look closely, Rebecca, who acts as leader?"

"A knight clad in sable armor is the most conspicuous. He, alone, is armed from head to heel, and he seems to assume the direction of all around him."

"What device does he have on his shield?"

"Something resembling a bar of iron and a padlock is painted on the black shield."

"A fetlock and a shackle-bolt," murmurs Ivanhoe, "I know not who may bear this device, but well I ween it might be mine own. Seest thou not the motto?"

"Scarce the device itself at this distance," responds Rebecca. "They appear even now preparing to advance. Those who advance first bear huge shields and defences made of planks. The others raise their bows as they come. I hear the blast of a bugle. The shouts of both parties now augment the fearful din. The archers! The noble archers! They must have been well trained in woodland pastimes to the most effective use of the long bow. No person is escaping their cloth-yard shafts. The heavy discharge which now continues is as thick and sharp as hail. But Front de Boeuf is confident. He thinks that his armor is adequate protection against these terrible shafts."

"And I must lie here like a bed-ridden monk," exclaims Ivanhoe, "I must lie here while the game that gives me freedom or death is played outside. Look again, Rebecca, and tell me what thou canst see."

"I see nothing but a cloud of arrows flying so thick as to dazzle mine eyes."

"Look for the knight, fair Rebecca, and see how he bears himself."

"I see him not," says Rebecca.

"The craven," exclaimed Ivanhoe, "does he blench from the helm when the wind blows highest?"

"He blenches not. I see him now. He is leading a body of men close under the outer barrier of the barbican. They pull down the piles and the palisades. They hew down the barriers with axes—they rush in—ah! they are thrust back. I cannot endure the sight. But thou must know the outcome. Front de Boeuf is fighting now. The Templar and the Black Knight are at each other on the breach, hand to hand, amid the roar of their followers. He is down."

"Who is down?" cries Ivanhoe.

"The Black Knight, but no, he is on his feet again—his sword is broken—he snatches an ax from a yeoman—he presses Front de Boeuf with blow on blow. He falls."

"Front de Boeuf?" cries Ivanhoe.

"Yes, Front de Boeuf. His men rush to the rescue and drag him within the walls."

"The assailants have won the barrier, have they not?" cries the knight.

"They have," exclaims Rebecca, "and they press the besieged hard upon the outer wall. Some are planting ladders. Now, some are swarming like bees and endeavor to ascend upon the shoulders of others. Ah, the ladders are thrown down. The soldiers lie prostrate under them like crushed reptiles. The besieged have the better of them."

"Do the false yeomen give way?" cries Ivanhoe.

"No, the Black Knight is now advancing before them. He approaches the postern gate with his huge ax. Stones and beams are hurled down upon him. He fears not the missiles. How his ax booms! How it crashes! How it splinters the thick, massive barrier! The postern gate shakes. It falls. They rush in. They hurl the defenders from the battlements. They throw the enemy into the moat. The victory is won."

SCENE V.

The Trial at the Stake.

(Play "Ase's Death," Grieg)

We are now in the courtyard before the beautiful maiden, Rebecca, who awaits the coming of a champion who does not appear.

A great throng is muttering in strange gibberish on all sides. Figures are stealing about everywhere, seeking to escape the terror of the trial which awaits us, and yet they are unable to leave the lure of the gloom which holds them to the spot. These figures seem half real, half phantom-like as they steal from place to place in the deep shadows of the yard. The black robes of the formidable churchmen themselves add to the oppression and death-like stillness here. The whole assembly wears an aspect of profound gravity. Nothing can be heard in this strange silence, yet a hundred voices clamor at the doors of our souls like the dismal rushing of hidden streams.

Death, the giant figure of death, lurks in the hazy atmosphere. Will the champion who will defend the cause of Rebecca never appear? The fagots will soon be lighted. Will Rebecca be permitted to suffer for sins which she has never committed? Are all of these shadows but the grim ministers of Death reaching out to grasp the soul of this innocent maiden?

The sun moves toward the horizon and long shadows from the castle wall now reach the stake where Rebecca is bound. The beautiful Jewess still seems to believe that the God of her fathers will send someone to help her. Ah! a figure approaches. The champion has come. He rides past the stake. It is Ivanhoe, the hero of the tournament. Ivanhoe is the champion of Rebecca.

But the gloom, these weird shadows, they still lurk in the recesses of the courtyard. Look, the Templar rides out into the field. The champion has circled the inclosure and now approaches. The fight has begun. Ah! Ivanhoe is thrown from his horse. He will be killed by the Templar. But look, the Templar has swept his horse in full speed around the field and now advances slowly to meet his enemy. He will not have to wait. The champion has risen from the ground and now strides cautiously toward his foe. And Brian, why does he not dash forward and end the conflict? He now has his enemy at his mercy. But his horse backs strangely from the advancing form of the Saxon. He totters in his stirrups. He falls. Ivanhoe approaches the prostrate form. Surely the hand of God has come to aid the youth. Yes, Ivanhoe faces Rebecca. The deed is done, and Ivanhoe is now proclaimed victor.

What strange act of providence is this? Death has come to the Templar, but the grim shadows which enveloped the courtyard have been whisked away as if blown like gray mists over the sea. The sun now lights the western sky and peace and joy seem to await the Saxon youth and all of his friends.

I never did anything by accident, nor did any of my inventions come indirectly through accident, except the phonograph. No, when I have fully decided that a result is worth getting, I go ahead on it and make trial after trial until it comes.

—*Thomas A. Edison.*

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School Problems

Edited by a School Executive

137. How much danger is there in telling children things too soon? (New Hampshire.)

Very little. What he doesn't understand as a rule he won't take in, won't remember. Tell him what you think he can understand and encourage him to come back for more. Once sure of a sympathetic, trustworthy source of information he will come as he finds need for it.

138. What are some of the advantages of semi-annual promotion? (Pennsylvania.)

One of the great advantages claimed for semi-annual promotion is superior flexibility in grading. A child may skip a half-year frequently, where a year's advancement would be impossible for proper placement, and on the other hand a half-year's retardation may meet his needs better and cheaper than a full year. The latter is particularly true in case of absence or transfer from one system to another. The cases of the same children skipping and staying back at different times in their school life are cited as evidence of this superior flexibility. Greater development in teaching technique over a shorter span of work is sometimes given as an advantage.

139. Is there a general failure to provide education suitable for those pupils of less than median grade of intelligence? (Arkansas.)

Yes, I think there still is such a general failure, but as we are learning to adjust our schools to the needs of various groups and even individuals and are convincing the people of our need of equipment to do this job of adjustment we are providing more suitable education for pupils of less than median grade of intelligence. Vocational courses, trade schools, special classes, and individual projects, jobs, and assignments as well as visiting teachers, coaching teachers, and so on, are all evidence that some places are making a fairly good start in this line. Some places are doing exceptionally well in providing suitable education for children below average, but I hardly think it can be said to be general.

140. Do you believe that intelligence tests are practical for all groups? (Utah.)

Yes, certainly. Your question suggests that perhaps they may be practical for the unusual children such as the superior and sub-normal groups, but that with our mass of normal children they may not reveal enough information to pay for the time and expense of giving them. I know that is a common question raised by many practical superintendents, and rightly raised, but all the evidence I think points to the fact that if given carefully and findings interpreted and used—and there's the weak point, findings interpreted and used—they can be of great assistance in grouping classes, in following up common weaknesses as well as individual errors and tendencies, and helping the teacher to check on her own teaching. Achievement tests in the tool subjects have reached the point where they are of great assistance. One of our common weaknesses in using intelligence tests is not beginning soon enough. We allow the children and teachers to waste their time groping around for explanations and assistance they might secure from tests if we began earlier. The time to begin is before admission to kindergarten or grade one, and follow it up year after year as needed.

141. Do you favor co-education for college students? (Vermont.)

As a rule, yes. It seems to meet a more normal, natural situation in youth life in this country today. As a rule it is a happier situation and leads to a better understanding between college boys and girls. On the other hand, I am not ready to say that men's colleges and women's colleges are not needed in this country. I think they are. They meet the needs of special classes and types and permit of experiments not possible in co-educational institutions. The case is somewhat parallel to our private and public school situations. Both are needed in our present stage of development in education in America. In what proportion they are needed is a much more difficult question to answer.

142. How can the situation of our normal training students in the field be improved? (Mass.)

I am very glad to hear this question. The problem of doing the most for these girls sent out to our schools without taking from our pupils is a great one. First, I believe that the term of four and six weeks as many normal schools send out students for is altogether too short. They should be sent for ten or fifteen weeks. Then they should not be sent out promiscuously with little regard to the quality or type of teacher. The teachers receiving practice teachers should be carefully picked and paid by the state for the extra work of training these girls. I see no other way of being reasonably certain of their being with the right teachers. And this is a most important point.

Return group conferences not only with the girls but with the teachers who train them are needed. Constant co-operation between the supervisors of the Normal School and the school system where the girls are placed is necessary. These are only a few ways in which I feel we could improve our teacher-training situation.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Our Thoughts Go With Us

A tree is fastened to the solid earth by big black roots. It cannot change its place nor leave the companions of its youth. If it rises up where there is no shelter from the wind it must bear the wild cuffs of the storm. Its destiny is worked out in the tiny spot where its seed first fell. How different is the lot of man! How free he is to face the storm or hide away from it! What measure is there to the miles that bind him except the surface of the rounded earth? And yet, man is not entirely free. He cannot wholly escape from things about him. Whether he climb the high peaks of the wind-swept hills or travel in the sheltered valleys or live alone, his thoughts go with him, the eternal comrades of his wandering.

We are the sole companions of our thoughts and they of us. They travel with us in the day and people all our dreams by night. They cast a gay or sombre veil upon the hills we see; they gild the lily of the field or strip it of its lovely hues; they lend a mournful or a happy character to the very evening clouds.. They glorify the faces of our brothers until the humblest shines with a calm beauty reflected from our inner selves; they open or close windows through which come glimpses of the grandeur of the earth. Our thoughts go with us, like a great servant host, like clouds of butterflies or bats with leathern wings.

Happy is he who fills the air of his high soul with thoughts of sweetness and of love and helpfulness.

Iron and Gold

(From Northern India)

Iron and Gold once fell into a bitter dispute over which was the more important. "What an insolent fellow you are," said Gold, "to set your poor, dull, rusty self up against me. Can you not see, without argument, from the very looks of us, how very superior a being I am?" "Nonsense," said Iron. "What do looks amount to anyway? I do notice, however, that every time before you are given a beautiful form you are placed between my two shoes and pounded well. Is the rap of the hammer on the anvil forgotten by you? Well, I was the hammer and the anvil also. The memory of the drubbing I gave you should be of use to you now." "When the drubbing was over," sneered Gold, "I notice the artist cast both the hammer and anvil aside, but set me on the breast of the prince to ride with him wherever he went. Moreover, the prince was very proud to ride in my company." "Yes," said Iron, "I noticed that, too. I noticed, also, that you dangle from the ears of women and circle their wrists. You find me, however, in the hands of strong men. My spears and my swords are forever protecting you against others. Without me you would perish miserably in no time at all. Why, notice, please, that at night when you are laid away you are hidden in iron boxes and locked in with iron locks that only iron keys will open. Do you now deny my superiority?" "Deny it?" laughed Gold. "You are a rogue to suggest it, while I am at all times and in all places a gentleman. Did you ever see me in rags or handled by the dirty fingers of a beggar? Never, my friend, but I have seen you holding black pots over the fire with your face as red as the coals underneath." "True," said Iron, "You have argued my case. The superior person serves little and big alike. If I hold up the pot of the beggar I also support the throne of the king; if I serve the purposes of the lowest it is because I also serve the best purposes of the highest and so can afford to humble myself. It is for that reason mankind uses me so freely and leans upon me, deriving power and glory from the strength that is in me." "Uses you as a slave," laughed Gold, "but never loves you like it does me. Did anyone ever slay another for a pound of iron?" "No," said Iron, "and I am glad of it, and still who created the real wealth of the world?" "Well, it is summed up in terms of me," said Gold. "Yes, but earned by my unbending character," said Iron. "Whether it be a cart to be drawn, or a field to be tilled, or a house to be built I am there in the hands of some man helping along the work." "And yet a pound of me is worth seventy pounds of you," said Gold. "Except when we are on the road together and robbers appear," laughed Iron.

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Plunder—I

The philosopher sat very still and stroked his silver beard, then he looked very sorrowfully at the green penny that he held in his right hand.

"There is a law," said he, "that follows after theft, scourging the soul with demons of remorse, leading the body into haunts of evil and setting upon the trail of life the gaunt wolves of desire.

* * * *

"In a far country the aged sultan lay on his bed of death. It was evening: birds sang in the fig trees in the garden and a frog croaked on the margin of the lotus pond.

"The Sultan moved his hand and the Guardian of the Keys crept to his side and bowed down his forehead to the soft rug beside the bed.

"'Listen, Ahmet,' said the Sultan. 'A bird sings in the garden. Whence comes its song?'

"'I know not,' said Ahmet.

"'When men are about to die,' said the Sultan, 'strange whispers come to them. I am going to find out soon where that bird learned its song. I shall find out about that frog, too. But, Ahmet, listen to me. I have been a very successful man. My chests are full of golden treasure. I have taken rings from dead fingers, Ahmet, and bracelets from dead arms. People have died that I might possess their wealth. Now one greater than I seeks to take this wealth from me. What no man could do, death shall not accomplish either. Tonight, take you the keys and seeking out the small, golden chest, fill it with my most precious things, then bear it away and at dawn scatter its contents before the beggars at the gate. When I hear the tinkle of the diamonds on the hard stones I shall laugh and die knowing that I have cheated death.'

"Ahmet bowed himself out of the room. All that night he busied himself choosing the most precious articles of jade and gold and ivory, the most glorious rubies and pearls and diamonds, hoarding them eagerly into the little chest that stood before him.

"Morning found him on the back of a swift camel before the city gate. Beggars crowded around the slim legs of his beast. He kicked them off with his silken-sandaled feet. When the gates drew back he rode through, with the golden box under his arm covered by his purple robe.

(To be Continued.)

Plunder—II

"The moon had lifted its silver horns once more over the desert when Ahmet came to the great city of Bagdad. Through the narrow streets he walked, peering here and there with sharp eyes, searching for a dealer in rare stones and gold who would pay him cash for his ill-gotten goods.

"Beggars crowded about him and touched his arm with skinny fingers, but he shrank from them. At last he entered under a stone arch and went into an inner room that opened on a

flowering court. In the very centre a fountain sprang up and up like a playful kitten. Under a fig tree he found a jeweler spreading his wares before a person of great dignity.

"One glimpse of the treasure in the golden box and the shopkeeper rushed out to his customer and bowed down and said:—

"'Allah is good. He sends by a stranger the very jewels the most dread ruler wishes for his servant, the beautiful Light of the Sun.'

"'He is a stranger?' asked the Sultan.

"'A stranger with the dust of many days in the folds of his garments,' said the jeweler.

"'Bring him before me!'

"When Ahmet stood with bowed shoulders before him the Sultan clapped his hands. Three strong servants rushed to his side.

"'Seize this man!' he ordered. 'He who is of the commonest clay bears the jewels of a prince of the royal blood. It is evident, therefore, that he is a thief. According to our holy custom hang him at dawn to the fig tree beyond the gate.'

"So Ahmet was hung, and crowds of beggars stood in the morning sun and gaped at him, and at the same hour the Sultan rode forth through the gate with the golden box before him on the silken cushion. He bobbed awkwardly back and forth as the camel strode on. Around him swarmed the beggars, gaping and stretching forth bony hands for alms.

"Today the baggars were more eager than they had ever been before. They followed like gaunt wolves licking their lips. They said strange words to each other, but kept their eyes fixed upon the box upon the camel's hump.

"When the Sultan came opposite to the fig tree he stopped his camel and put his soft hand to his brow. The fig tree and the body of the dead Ahmet seemed far away in a blue haze, then the Sultan toppled slowly out of the saddle and fell upon the ground. The golden box crashed after him and split asunder, showering the jewels among the dark feet of the following horde. There was the darting forth of a hundred claw-like hands and then the running of many feet as the beggars scattered to their caves.

"In the court of the jeweler the slave of the shopkeeper smiled grimly as he smelled the glass out of which the Sultan had last drank."

* * * *

"Ah well," said the philosopher as he rose, "what need men expect when evil rides with ill-gotten gains?"

Victory in Defeat

Through the words of poets the revelations of another world come softly like strange birds to sing to us. Since this is so the poet, in a very real way, becomes the priest of God. In a dim sense men recognize his holiness and set him apart from other men. The poet is not content with this. Like the true priest he wants to live close to the warm heart of his fellow beings. He wishes to inspire the drooping ideal, strengthen the failing purpose, ennoble the sordid life, beautify again the fading lustre of those who stand in the heat of temptation's scorching ray. Therefore it is that we find at rare intervals poems such as this that go about through life inspiring those who labor in defeat with a new vision of a greater victory.

Defeat may serve as well as victory
To shake the soul and let the glory out.
When the great oak is straining in the wind,
The boughs drink in new beauty, and the trunk
Sends down a deeper root on the windward side.
Only the soul that knows the mighty grief
Can know the mighty rapture. Sorrows come
To stretch out spaces in the heart for joy.

—Edwin Markham.

Let us keep the poets with us. Then, we may be sure our journey will take us upward to the stars, for they of all men know the mysteries of the eternal paths.

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EDUCATION IN ACTION

Columbia Introduces New System of Study

President Nicholas Murray Butler of Columbia has announced a new program of undergraduate study to go into effect in September, which will displace the method in use for the past twenty years. Under the new system the first two years of study will be a period of "orientation and discovery." The junior and senior years will be devoted to genuine university work for graduate or professional study or for "the yet more serious business of living a useful and high-minded life." There will be lecture courses which demand neither prerequisite nor examination and reading courses given co-operatively by instructors in various departments. The system was evolved after a year's study by the faculty, with the knowledge that three-fourths of the students at Columbia look forward to further study.

Street Safety Teaching Is Gaining in Schools

Teaching of safety or traffic regulations in the public schools is required in seven states and there is an ever-increasing sentiment to make this work a part of school studies throughout the country, according to the American Automobile Association. The national motoring body says the states which have laws upon this subject are New Jersey, North Carolina, Ohio, Pennsylvania, Virginia, Wisconsin and Wyoming. In New Jersey each teacher is required to devote thirty minutes each two weeks to the instruction of ways and means of preventing accidents. In North Carolina there is safety instruction once a week. Thirty minutes a month is the time devoted to this subject in Ohio. In Pennsylvania the statute requires that training in "safety first" methods be given. Virginia also requires thirty minutes per month toward safety instruction. Wisconsin has the same requirement. In Wyoming the law requires that each teacher in the public schools devote sixty minutes each month to the teaching of accident prevention.

Aged Baton Discovered In Unused College Desk

The Hobart College Glee Club hereafter will sing to the time beats of a baton used nearly a half century ago by the late Milton B. Davis, author of the famous college song, "Solomon Levi." The baton, a beautiful piece of mahogany, tipped and inlaid with silver, was presented to Mr. Davis in 1879, when he was a student at Hobart, and leader of the college glee club, by a member of the faculty, the late Professor Charles D. Vail of Geneva. It was found recently by W. E. DeYoe, superintendent of buildings, in a discarded desk stored in the college library. The identity of the baton was determined by engraving on one of its silver mountings.

Youth Censors Elder's Reading

Some decades ago the elders selected the course of reading for youth, deciding against this or advocating that, but always first reading for themselves the book on which they passed judgment. Life has not spared the adults of this generation. Caught up in the whirl of living, they do not have time to learn what is best in reading, nor do they always have time to know what they would like best for themselves. And so youth has in many cases undertaken the selection of reading matter for its elders. "We have young folk in every day," says a librarian, "to select the books for their parents to read. The father is fond of a detective or adventure story and the daughter—almost invariably it is the daughter—has heard or read that this or that is good and takes it home. Most mothers like romance. 'Poor dear,' said one girl, 'she can always forget the family budget when she is reading of moonlight and romance.' Invariably they select good wholesome books for their parents."

High Schools Put First in Service

Training for leadership should begin in the high schools rather than in the colleges, Dr. Edward Howard Griggs, lecturer and author, told the Massachusetts Schoolmasters' Club at its fiftieth anniversary meeting in Boston. "The critical place to develop leadership is in the secondary schools, when the majority of pupils are preparing to leave school to go out into the world," he said. "We should deliberately aim to develop leadership rather than leave it to chance. Soundness of character is its foundation. One inspired teacher is worth more than the whole complicated machinery of education. Money is given too easily and too freely to the colleges to be of value to these institutions. Because of these gifts from outside, the colleges have changed." He then charged that the colleges should do what they have been asking the secondary schools to do, make provision for the unusually brilliant student to progress more rapidly. Pupils who can do the work in two years instead of four should not be required to "do time," he insisted.

No Hiding Behind Movie Textbooks

The good old geography book which shielded many a pupil from the teacher's eye is losing its grip on the classroom, a study made in Chicago shows. Geographic movies are more effective teachers, it was indicated in an experiment carried on in eight schools by Dudley Grant Hays, director of visual education. Four classes studied their lessons in geography textbooks. Four watched movies unroll the same story. Examinations given the two groups indicated the children remembered what they saw better than what they read. Teachers were enthusiastic about the moving picture method.

Governor of Rome To Study U. S. Schools

During his stay in the United States Prince Ludovico Potenziani, Fascist Governor of Rome, will give particular attention to the methods of the public schools and the various educational organizations in the United States. He is accompanied by Commendatore Virgilio Testa, head of the Study Department of Rome, who will aid him in the educational survey. "The recent organization of the Opera Nationale Balilla in Italy marks a new step in the progress of education," Prince Potenziani said. "It is intended to foster the physical, mental, moral and technical improvement of students between the ages of eight and sixteen years. Various athletic and outdoor programs have been coordinated with the studies, and emphasis is being placed upon a rounded, more than upon a specialized growth. Improvement of educational methods will play a large part in building the foundation for future progress of the nation."

Bright Colors To Aid Studies

Pupils of public schools of Liverpool, Eng., are to have brighter surroundings while at their studies. The Liverpool education committee has decided that all school buildings shall be in bright colors, not only inside the classroom, but also on the outside of the school buildings.

Youth's Reading Tastes Found Improving

The reading tastes of children are constantly on the upgrade, according to Miss Elizabeth D. Briggs, director of the children's division of the National Congress of Parents and Teachers. Young people's books are constantly improving. "Development of the reading tastes of young people for wholesome literature is the way librarians have now of combating the questionable type of magazines which often find their way into the homes of today. It is more important to watch the reading of the girls and boys of the 'teen ages' than to be too much concerned over that of the younger ones."

Students Welcome Right to Own Cars

Student ownership of motorcars, for "business reasons only," is encouraged at the University of Toledo, though authorities at many universities frown on the practice. As a result nearly 300 student and faculty-owned motorcars may be observed parked about the main campus on any regular school day in Toledo. They range from the popular low-priced open-top four-cylinder varieties to the aristocratic sixes and eights which have seen better days. Some carry special colors and epigrammatic student opinion and comment on modern affairs, and many of them are jointly owned and operated.

Mexican Churches Taken for Schools

Five more presidential decrees have been announced in Mexico City, converting Roman Catholic church property into public schools. The former parish houses in six villages in the states of Nayarit, Guanajuato, Michoacan, Oaxaca and Morelos were taken for this purpose. The bureau of national property of the Mexican Treasury has ordered a nation-wide inventory of all church property. The Mexican government for the last fifty years has considered all church property nationalized and as loaned for the use of the churches.

Warns Against Parliamentary Talk

Paul Lombard, a humorous lover of good French, warns parents against allowing their children to attend sessions of the French Parliament, lest their grammar and rhetoric be corrupted. Among the glaring blunders he has collected, both directly from "Le Journal Officiel" and verbatim reports of all that is spoken in the Chamber of the Senate, are: "You wish to regulate death. Try it. You will see what she will reply to you." "We will not compress young brains as soon as they begin to walk." "I thank you, Mr. Minister, you have heard me with a friendly eye." "You bind their arms so tightly they no longer know on which foot to dance." "I have consulted him. He answered me affirmatively: No."

Italians Worried Over Dress of School Girls

Bare arms, low necks and short skirts would be taboo for Italian high school and college girls if Minister of Education Fedele took the action asked in a letter now before him. The body known as "The National Committee for the Correctness of the Mode" has petitioned him, requesting that all those whose costume "does not conform to that modesty which is dictated by civilized Christian usage and sentiment" be barred from the institutions under his control. The school supervisors in several large provincial cities have already publicly admonished girl students for "immodest dress," but with little effect, and the "correctness-of the mode" committee wants government action.

Italian Students Must Don Straws

The wearing of straw hats made from Tuscan straw has been rendered obligatory for all university students in Italy, by Signor Augusto Turati, secretary of the Fascist party. The order is part of the national campaign started to promote the general wearing of Italian-made straw hats in order to help the industry, which for one reason or another has recently fallen on bad times. "The University Straw Hat" has been designed in one type for all the colleges of Italy, but the various universities will wear individual ribbons around the crown with the college colors, and a badge indicating the city of the students' university.

Will Frat Man Be Next President

Will a college fraternity man again occupy the White House after March 4 next is the question asked and not answered by Chester W. Cleveland, editor of the Magazine of Sigma Chi. Mr. Cleveland notes that neither Secretary of Commerce Herbert Hoover, leading candidate for the Republican presidential nomination, nor Governor Alfred E. Smith, who is seemingly assured of the Democratic nomination, ever belonged to a college fraternity. "Today fraternity folk pretty much direct the affairs of the nation," Mr. Cleveland says. "The White House is 100 per cent. Greek letter, with President Coolidge flying the royal purple of the Phi Gamma Delta, and the First Lady of the Land wearing the arrow of Pi Beta Phi. Vice-President Charles G. Dawes, of Delta Upsilon, guides the destiny of the United States Senate. Nicholas Longworth, of Zeta Psi, is in command of the House of Representatives. And here is a scoop for the magazine of Sigma Chi. Harry F. Sinclair, whose name you may recall having seen in the papers recently, is a Phi Gamma Delta brother of President Coolidge."

Lafayette Receives Endowment for Building

Lafayette College has received a gift of $200,000.00 for the erection of a building to house the Department of Civil Rights, and additional endowment for the upkeep of the building from Fred Morgan Kirby, a trustee of the college, and founder of the department. The building will include classrooms for the work in government and law, legal library, and a laboratory where the students may work out their problems in a very realistic manner.

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Would Determine Budget Levy Powers

The School Committee of Lowell has started formal action to determine just who shall name the amount of money to be spent annually in the school department. This question has come up year after year, the City Council claiming the right to name the sum which the School Committee shall spend in its department, while the committee, on the other hand, because its members are elected by the electorate, claim the right of naming its own budget out of the tax levy. The committee has named Herbert Parker, former attorney general of Massachusetts and an expert in school matters, advisory council, and Hugh F. Downey, Lowell attorney and member of the committee, chief counsel, to have charge of the legal procedure. In this particular action the committee seeks to force the Mayor, the City Council, and the Finance Commission to restore the sum of $43,000, which the Council deducted from the budget estimates this year. It has made repeated requests of the Council to grant the money and has finally decided to test the case in the courts to establish the supremacy of either one body or the other over the naming of the budget amount for the department. At a special meeting a short time ago the School Committee requested the city solicitor to bring immediate legal action, in behalf of the committee, against the Mayor, the City Council, and the Finance Commission, to have raised by taxation, the sum of $1,461,533.60, necessary for the support of the public schools for the current year of 1928. In refusing to represent the committee, the city solicitor recommended that a local attorney be employed to carry on the case in the courts. It was then that the committee voted to have one of its members handle the case, with the advice and counsel of Herbert Parker.

State Shows Workers How to Earn More Pay

Vocational rehabilitation through the Massachusetts Department of Education has raised the average weekly earnings of a group of 186 persons in that state from $4.27 at the time they came to the division for aid to a level of $20.09 since receiving new training, Dr. Payson Smith, Commissioner of Education, reported at a recent state conference on rehabilitation work. Two speakers told how they had been trained for new work, one as an electrical draftsman and another in office management, in which they felt no handicaps and were enabled to earn more than in their original employments.

TREND OF THE TIMES

AMERICAN FOOD is superior to French dishes for the strain of a speedy day, according to a statement by the Chefs National Association. "The rich sauces of Europe," it was said, "if long absorbed, develop gout. The American is too fast to wait for slow cooking and sauces. He wants his food as soon as possible even at a formal dinner. French terms on the bill of fare are going out. They are the same hokum that Latin is on prescriptions, just traditions. New American dishes are being invented that will win popularity."

MOTOR FUEL of the future will be made from coal. When we fly in 1940 we will fill our tanks with "gas," a liquid developed from coal, declares R. S. McBride in "Chemical and Metallurgical Engineering." "Our supplies of coal greatly exceed in probable life our stores of natural gas and crude petroleum," he states. "Within a very few years it is likely that two out of every five tons of bituminous coal produced in the United States will be so processed, for the making of other fuels, such as gas and oils and coke, or for the production of chemical products which can be derived from this abundant mineral source."

HOBOES are not quite the picturesque figures of a generation ago. Back in the early years of the twentieth century the wanderer drifted from place to place as his fancy listed, and during the warm months of the year the railroads furnished him transportation. But those days have passed, especially in the East. Now the hobo is very often met with his automobile, usually a flivver. "Lady, could you give me a bite to eat?" has been supplanted by a request for gas and oil.

LAZINESS is the reason for all the remarkable mechanical developments, according to Professor F. W. Burstall of the University of Birmingham, England. "I am very glad that mankind is not as fond of labor as it was once," he said. "The human frame as we see it today is quite incapable of any serious labor. Science will reduce the hours of labor to six hours a day, and perhaps five."

SECRETARY HOOVER would have the support of many hundreds of thousands for the Presidency if all his relatives voted for him, according to a genealogist who has been investigating Hoover's family tree. Wayne County, Ind., alone could contribute 1,000 distant cousins, while nearby counties in Indiana and Ohio would furnish many thousands more. The estimated total of descendants of Andrew Hoover, who came from Baden, Germany, in 1740, would reach 947,356, if they could be found.

HUMAN BONES stop lengthening at about the age of eighteen, it has been lately verified, and nothing can be done thereafter to increase height.

PRECISION with which modern builders erect the huge industrial piles of steel and concrete which tower against the skyline of lower Manhattan has just been exemplified in the completion of a forty-two story building. Every detail of the construction was outlined in a "time table" as carefully prepared and closely followed as the schedule of an express train. In less than a year from the time a certain day was marked off on the calendar the doors were thrown open for business exactly on schedule.

AFGHANISTAN'S Ameer was the first male sovereign to have made an undersea trip. He made a short voyage in a British submarine while visiting England recently. Margherita of Italy was the first and only Queen to descend in a submarine; she did it off San Remo in 1922.

RETIREMENT SYSTEMS for all city employes are maintained in nine large American cities at the present time. Almost every city in the United States now has a retirement system for some of its workers; retirement systems for firemen and policemen are virtually universal; retirement systems for teachers are common; and in many other cities other groups of employes have retirement privileges. In recent years, however, the Federal Department of Labor discovered that various cities have decided it is fairer and more effective to provide for the retirement of all city employes.

WORLD contains about 26,000,000 square miles of grazing land, about 12,800,000 square miles of land climatically capable of producing warm weather crops, and 11,500,000 square miles capable of producing cool weather crops, according to computations made by Professor H. L. Shantz of the University of Illinois. "If two acres are required for every inhabitant, or a population density of 320 per square mile," he said, "the agricultural land would support a world population of about 8,000,000,000 people."

The BOOK TABLE

KEY EXPERIMENTS IN GENERAL SCIENCE. A Student's Laboratory Notebook and Manual. By Kenneth M. Humphrey, Syracuse University. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Learning by experimenting is the slogan of the day, but there is a liberal education in knowing how to experiment. There is no waste of time and energy quite so wasteful as experimenting when one doesn't know how to experiment. The first claim which the Humphrey "Key Experiments in General Science" has upon one's attention is the fact that from first to last it avoids waste of time in experimenting without knowing how and when to experiment.

He says: "Experiments are questions asked of things. Your senses—sight, hearing, smelling, taste, and touch—are used to discover the answer. Knowing how to ask questions of things and how to get the answer is one of the most important values of studying science. The use of the experimental method will enable you to find out many interesting things not in books and will add to your comfort and enjoyment as well as to your knowledge and appreciation of nature. Make everything in the experiment absolutely clear and accurate. A good workman has his materials ready before beginning an experiment. The method should be clearly understood and carefully followed. All senses should be used to seek out the facts which lead to the answer to the problem. Your thoughts are not observations. Observations are what happens as recorded by our senses."

The modern use of a tablet manual (8 by 10 inches) makes experimental laboratory work in General Science possible, and the Humphrey tablet manual takes advantage of every favoring factor in its use.

FRIENDS IN STRANGE GARMENTS. By Anna Milo Upjohn. With Illustrations by the author. Cloth. 148 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Nothing is doing quite so much to bring peace on earth and good will among men as the geographical readers which appeal to children. It will be impossible by and by to have hate run rampant in the United States when all children have learned to know all peoples.

The difference between histories that magnify a nation's desperation in war times and geographical readers that portray the peace and prosperity of a nation at work and play, in the home, the field and factory, is as great as between a cyclone and a refreshing lake breeze.

"Friends in Strange Garments" has all the charm of fact and the halo of brilliant literature. It is not only truth about people, but it spiritualizes the truth inspirationally. It portrays the real life of strange people as though they had become intimate friends through acquaintance.

SCHOOL POSTURE AND SEATING. A Manual for Teachers, Physical Directors and School Officials. By Henry Eastman Bennett. Cloth. 324 pages. Illustrated. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The whole subject is so new to us personally and professionally that we are not justified in speaking authoritatively, but we venture the statement that the new creations in educational literature should receive immediate attention and be universally consulted in all school finishing. We quote extensively from the author's statement.

"Increasing use of machinery, specialization of labor, higher standards of comfort and efficiency, have brought it about that most forms of modern activity are done better sitting than otherwise. Our fathers sat to rest from their labors. Increasingly we sit both to labor and to rest. It might be said of sitting, as was said of soap, that its use is a measure of civilization.

"Fixed habits of sitting are inevitable. They are bred in the bone and in the muscles. They affect the condition and functioning of the vital organs and in large measure determine one's vigor, energy, resistance to disease. Upon these things depend efficiency, happiness, attitudes toward life. Sitting habits affect all of life's values. They are controllable through knowledge, ideals, and material aids. *Upsitting* should express more of alertness, self-reliance, energy, poise, and power than does *upstanding*, in proportion as sitting enters more into life than does standing.

"The habitual sitting posture of most people is distinctly bad. A chair conducive to good posture is a rarity. Much of the seating in public buildings and conveyances makes wholesome sitting impossible. School seats, even those designated as hygienic or posture seats, often violate the fundamentals of posture hygiene. There is a medical literature of scoliosis, a physical-training program for standing and movement, a library of school hygiene; but on the simple matter of wholesome sitting habits there is no adequate literature or organized knowledge.

"Such are the reasons for this contribution to a science of sitting and seating. It is made as practical as possible because the need is rather for doing something than for saying something about it. It is focused upon the problems of the school because going to school is among the most sedentary of occupations, because in school permanent habits of sitting are formed, because 'what you would have in the life of a people you must first put into the schools,' and because educators are the most responsive and responsible group to whom to appeal."

NATALIA AND NIKOLAI. Children of Russia. By Varia Klenova and L. Lamprey. Children of the World Series. Yonkers-on-Hudson, New York, 2126 Prairie avenue, Chicago: World Book Company.

The Children of the World Series maintains its interest and increases in importance. It is highly educational to have available for school use geographical readers written and illustrated by persons who have known intimately the country of which they write. It is a picture of Russia in the last days of the Imperial Government which came to an end in 1917. With all the troubles and changes since the end of the Imperial Government child life has been much the same. They work and play and study much as they always did and as they always will.

Teachers as well as pupils, any adults will be interested in this charming portrayal of Russian life in city and country. There is no propaganda in the book. It is a wholesome and fascinating story of Russian life.

Books Received

"Senior Mathematics." (Book No. 1) By Ernest R. Breslich. Chicago, Ill.: The University of Chicago Press.

"General Introduction to Psychology." By Coleman R. Griffith.—"The Spy." By James F. Cooper.—"Lip Reading for the Deafened Child." By Agnes Stowell, Estelle E. Samuelson, Ann Lehman.—"Problems in School Administration." By E. E. Lindsay.—"Changing Conceptions of School Discipline." By Pickens E. Harris. New York: The Macmillan Company.

"Charts, for Civics, Geography, Arithmetic and General Science." By Fay Campbell. Chicago, Ill.: Wheeler Publishing Company.

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GRINS BETWEEN GRINDS

Evidence of Weakness

"Bredren," said the colored preacher, "you have come to pray for rain. Bredren, de foundation of religion am faith. Whar is yo faith? You comes to pray foh rain and not one of you brings his umbrella."

Real Title

Reporter—"And are you Mr. Spudde, the potato king?"

Magnate—"Yes, I am, but I dislike the term. Oil kings and silver kings and so on are so common. Call me the potatentate."

True to Location

"Does your son Josh ever come back to visit you, since he got in the movies at Hollywood?"

"Every summer," answered Grandma Tuttle, proudly; "every summer of the three years he's been gone."

"And did he bring his wife with him?"

"Each time," she answered. "And they was three as purty girls as you ever laid eyes on."—Life.

Another Island

There was a good laugh at the Logan-street School when a teacher asked a small boy where the island of Java was.

"I don't know," replied the small boy without hesitation.

"My gracious, don't you know where your coffee comes from?"

"Oh, yes," said the boy, "we get it from our next-door neighbor."—Los Angeles Times.

A Decided Difference

Jane—"Mother, our teacher asks us the queerest kinds of questions. Today she asked if anyone could tell her the difference between a house and a home."

Mother—"And could you tell her the difference?"

Jane—"Well, I thought and thought and was just going to tell her there's no difference when I thought of the difference between Dorothy's house and ours, so I said: 'A home is a place where pillows and books are lying around and it looks as if the kids had a good time and a house is a place where everything is always in order.' Teacher laughed, but said that was the right answer."

The Price Was High

The famous boxer entered the fur department of a large store and fixed the assistant with an eye that showed he was one who stood no nonsense.

"I want a set of furs," he said. "A present for a lady."

"Yes, sir," replied the assistant. "Any special kind?"

The big man glanced about him.

"That dark brown set in the window looks the sort of thing I want. It mustn't be too expensive, though."

The assistant followed his gaze.

"Oh," he exclaimed. "You mean skunk!"

The boxer apparently misunderstood him. Anyway, the poor fellow isn't out of the hospital yet.—London Answers.

Condensed Milk

Peggy—"O mummy, may I go to the fancy dress party as a milkmaid?"

"No, dear, you are too small."

Peggy—"Then, can't I go as a condensed milkmaid?"

The Reason

"Why did you stop singing in the choir?"

"Because one day I didn't sing and somebody asked if the organ had been fixed."

Ought to Have Known

Husband—"I've waited an hour for you."

Wife—"But I said I'd be five minutes late."

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JOURNAL MAIL BAG

The Hard of Hearing

Editor, Journal of Education:—

The school systems have on their staffs women whose teaching ability has improved with the years, even though physical ability may have decreased. One such disability is that of impaired hearing. It has come to my personal knowledge that some women facing such a handicap are so overwhelmed at the thought of it that they will not speak about it. Undoubtedly the principals have discovered this lessened hearing acuity, as well as the children, who are, unfortunately, sometimes prone to take advantage of it.

Suffering in silence, some such women literally stumble on the fact that speech reading (more commonly called lip reading) is an attainment which would help them to carry on.

Speech reading *is* a wonderful art. By acquiring it we hold or increase the respect and interest of those about us, for they realize that we are trying to help ourselves. Among those who know how to speak to the hard of hearing, and with whom there is a sense of ease, this art can be well nigh perfect as a means of communication; but if a hard-of-hearing woman wishes to continue teaching hearing children in the schoolroom, she must be frank with them, and by letting them know of her limitations, seek their co-operation. It takes two to put over the game of lip reading!

A new field is opening to persons with a slight hearing defect,—that of teaching speech reading to children with impaired hearing. We believe that a teacher who acquires a slight hearing defect can turn such a liability into an asset, not only because she has a deeper understanding of the children's difficulty, but because she can more wisely advise teachers and parents of what must be done.

The recently developed 4-A audiometer now being used for testing the hearing of school children in groups is bringing to light far more cases of defective hearing than school or health authorities have ever supposed. By adopting remedial measures at once we believe that many such cases will not progress, or progress only very slowly. The study of speech reading at an early age will enable these children, whose hearing loss has not interfered with their acquisition of speech, to continue their education in the regular public schools. It will be necessary to have teachers who go from school to school giving instruction in periods of from one-half hour to one hour, once or twice a week. In cases where many hard-of-hearing children are found in one large school, it will undoubtedly be advisable to have the lessons conducted in that building.

Only about twenty-three cities are today offering special speech reading instruction to the semi-deaf child. Almost 100 4-A audiometers are being used in the schools. There will soon be a call for teachers, which we have reason to believe cannot be adequately met. To this end, the American Federation of Organizations for the Hard of Hearing has taken the initiative, and is to offer at Cleveland, Ohio, this summer a normal training course for those who wish to teach speech reading to children in the public schools. Candidates must have had three years' experience with children, and must be able to "follow the lectures." The price of the course will be nominal; it will run from July 2 to August 11. Such well-known trainers of teachers as Miss Martha E. Bruhn of Boston, Miss Estelle L. Samuelson of New York and Miss Olive A. Whildin of Baltimore will be on the faculty, a complete list of which is not yet available. Those desiring particulars should address the secretary at headquarters, Miss Betty C. Wright, 1601 35th Street, Washington, D. C.

Very truly yours,

Anne C. Norris,
405 Marlborough Street,
Boston, Mass.

Meetings To Be Held

JUNE.

12: Georgia State High School Teachers Association, F. A. Brinson, Graymount, Georgia; Athens, Ga.

18-21: American Country Life Association, Nat T. Frame, 1849 Grand Central Terminal Building, New York City, N. Y.; Urbana, Ill.

18-22: American Federation of Organizations for the Hard of Hearing, Betty C. Wright, 1601 35th Street, N. W., Washington, D. C.; St. Louis, Mo.

25: American Federation of Teachers, Florence Curtis Hanson, 327 S. La Salle Street, Chicago, Ill.; Chicago, Ill.

25-27: Ohio State Teachers Association, F. E. Reynolds, 428 Chamber of Commerce Building, Columbus, Ohio; Cedar Point, Ohio.

JULY.

1-6: National Education Association, Minneapolis, Minn.

1-6: National League of Teachers Associations, Annie Kate Taylor, 914 Martinique, Dallas, Texas; Minneapolis, Minn.

1-7: National Association of Visiting Teachers, Lois Meredith, 8 West 40th Street, New York City; Minneapolis, Minn.

24-27: National Association of Teachers of Colored Schools, Clinton J. Calloway, Tuskegee Institute, Macon, Ala.; Charleston, West Virginia.

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joilet, Ill.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

24-26: Washington Educatienal Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

NOVEMBER.

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

14-17: Missouri Council of Teachers of English, Mary A. Woods, State Teachers College, Springfield, Missouri; Kansas City, Missouri.

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